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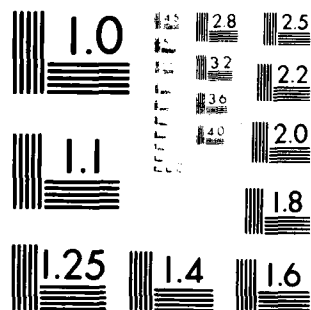
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assets to improve effectiveness and efficiency.

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US ARMY WAR COLLEGE  
INDIVIDUAL RESEARCH BASED ESSAY

A REVITALIZED MISSION FOR THE USAR SCHOOL

BY

COLONEL WILLIAM S. WOHR  
USAR



23 APRIL 1982

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#### ABSTRACT

The purpose of this study was to review the current mission of the USAR School and to examine several modifications to its military curriculum. Through the adoption of the ideas suggested in this study, the USAR School could serve a more viable role in the educational process of teaching and maintaining military science, skills, tactics, and philosophy to reserve and active duty personnel who depend upon the USAR School system as an educational institution. It would also serve the needs of reserve unit commanders by improving the skill level of enlisted personnel assigned to Troop Program Units thereby raising the readiness posture of reserve units throughout CONUS. With the addition of several faculty positions as a more permanent part of the unit's TDA, coupled with additional training assemblies authorized during the Inactive Duty Training phase of the school year, and additional Active Duty for Training funds budgeted for the USAR School program, each of the recommendations could be implemented and the assets of the USAR School could be used throughout the Army system in a more effective and efficient manner.



### Purpose of the Study

This study is an attempt to justify the present USAR School system and to make the school a viable asset to the Army Reserve unit commander. Through the adoption of the ideas suggested in this study, the mobilization readiness posture of USAR troop units as well as the Individual Ready Reserve (IRR) should be improved.

Although stated by Major General William R. Berkman, Chief, Army Reserve to the Committee on Armed Services in the House of Representatives as part of the proposed FY 1982 OCAR budget, it seems appropriate to use part of General Berkman's text here to show the importance of the Reserve Components (RC) to our national defense posture. He states:

. . . Today's Army Reserve is an integral and essential part of the Total Army and must be capable of performing wartime missions from the outset of hostilities. The number and types of units in the Total Army are determined by the requirements for a balanced 24 division force, including necessary support. That force is then allocated to the Active and Reserve Components. Each element of the Total Army contributes to the whole, resulting in an interdependence of all components to form an Army which must be capable of performing its peacetime and wartime missions . . .

. . . As part of the Total Army, the Army Reserve must be ready to go to war — today and tomorrow. Readiness of individuals and units to perform wartime missions is required for readiness of the Total Army.<sup>1</sup>

A review of the literature indicates that few articles have been written concerning the USAR School system. There seem to be a number of local studies done at the Army Reserve Command (ARCOM) or Army

Mobilization Region (ARMR) levels, but many of these studies are either outdated or have been relegated to the bottom drawer of someone's desk.

Portions of this study have been devoted to a brief review of the USAR School program as it now exists, how the USAR School can cater to the needs of the Army Reserve unit commander in today's Troop Program Unit (TPU), the sustainment of the Battalion Training Management System (BTMS) in the USAR, a mobile training team concept to improve the existing educational program, and a brief exposure to the USAR School's post-mobilization mission as it pertains to the retraining of these individuals should mobilization of the IRR be necessary. Each of these concepts differs from the traditional role of the USAR School and could serve to add vitality to the school's already important mission.

#### History and Background

The USAR School system was established in 1950 at Allentown, Pennsylvania by the Chief of Army Field Forces (now TRADOC). The first USAR School was organized with a staff of 29 officers, 18 enlisted personnel, and 300 officers. It was a totally new concept — Army Reserve instructors using service school materials to train reservists in home areas (bringing the school to the man).<sup>2</sup>

In 1956, the USAR School received its permanent charter in the form of an Army Regulation and today the system "graduates" 5,000 - 6,000 students per year.<sup>3</sup> The schools are designed to prepare students educationally for promotion, and to qualify students for more responsible assignments.

The USAR School system is presently comprised of 91 USAR Schools. Eighty-eight of these schools are located in CONUS, one is located in Hawaii, and the other two are in Europe.<sup>4</sup> Each school is organized on a

TDA basis that is reviewed annually and is essentially based on the number of courses projected to be taught by that particular USAR School during the next school year. The size of the staff is directly related to the number of courses taught and the number of faculty authorized. This means that assignment to a USAR School faculty or staff position can be quite tenuous in that it is based upon the number of officer and/or enlisted students who have been enrolled and committed to complete a course during the ensuing school year.

Courses normally are taught between 1 October - 30 May of each calendar year. The months of June, July, August, and September are usually reserved for Annual Training (AT) and administrative drills to close out one school year and to prepare for the next school year. Faculty and staff members of USAR Schools are authorized the standard 48 drills per year and a 12-15 day Annual Training (AT) period. The active duty phase for each USAR School member is either spent teaching one's particular skill at a service school or at another location where that particular course is being taught. If the instructor's teaching expertise matches the course his parent USAR School is hosting, that individual is then assigned to attend AT with his parent USAR School unit.

Staff members (administrative and logistical) of each USAR School are usually assigned to attend a two week AT tour with their parent school unit. The unit's mission is to become the host school at a service school or satellite installation. The USAR School staff tends to the administrative and logistical tasks required to host the two week active duty school period at the active duty training site. Those instructor personnel assigned to attend AT with the parent USAR School and the personnel attached to the host school for AT from other USAR

Schools share the podium responsibilities during the two week AT period.

The officially stated mission of the USAR School is to improve readiness of the Reserve Component Troop Program Units by:

Providing entry level MOS training for RC enlisted personnel as determined necessary by CONUSA and WESTCOM Commanders.

Providing a means for Army Reserve Component personnel to attain requisite military education and proficiency standards through the medium of Army service school/college approved nonresident instruction as prescribed by AR 140-1, type CA-60-909-services, and FORSCOM/TRADOC Regulation 135-3.

Conducting Reserve Component Noncommissioned Officer Education System (RCNCOES) courses as determined necessary by CONUSA and WESTCOM Commanders under established programs of instruction (POI).<sup>5</sup>

The schools are only permitted to present courses of instruction authorized in FORSCOM/TRADOC Reg 135-3 (United States Army Reserve Schools). Only courses directly related to mandatory educational requirements for promotion and/or MOS qualification are permitted to be directly or indirectly supported with USAR School paid drill spaces for staff or faculty personnel. Courses currently offered by USAR Schools include: Command and General Staff College (CGSC); Branch Officer Advanced Course (BOAC); Reserve Component Non-Commissioned Officer Education System (RCNCOES); Nuclear, Biological, and Chemical (NBC) course; and Selected Military Occupational Specialty (MOS) courses.

Certain military schooling requirements are mandated for RC officer personnel for promotion purposes. These requirements include the BOAC and CGSC courses. The Senior Warrant Officer Course is not offered in many USAR Schools and the Basic Officer Branch Course is no longer taught in the USAR School system. At the present time, these courses must be taken at the respective service school or via the non-resident (correspondence course) mode. Historically, it was these requirements

that generated the USAR School's raison d'etre and gave the school its largest teaching load. It has only been within the past few years that RCNCOES courses such as the Primary, Basic, Advanced, and Senior NCO Programs of Instruction; a plethora of MOS courses at the basic entry level; and the 40 and 80 hour NBC courses have been offered in a wide variety of instructional modes at the USAR School. These courses are presently becoming the "bread and butter" courses for the USAR School system and it is to these courses the system must cater if it is to be viably effective to the overall Army mission - to fight a war . . . and win.

The USAR School system has been evaluated on numerous occasions by FORSCOM agencies and has been found to be an effective means of educating RC personnel in a cost effective manner.<sup>6</sup> Although there are improvements that can be made, the continued existence of the Army Reserve school concept, with some modification, is recommended.

#### Present Program Description

The USAR School program was initiated in 1950, and although not widely publicized, has contributed greatly to the military education of reserve officers. Ever since the Hollingsworth Board recommendations were adopted by the Department of the Army recommending the completion of certain courses for reserve officer promotion eligibility, the USAR officer education program has seemed to flourish.<sup>7</sup> The BOAC and CGSC courses are currently presented to the reservist in the USAR Schools or through nonresident (correspondence) programs, or a combination of these approaches. Table "A" shows the number of reserve and active duty officer personnel involved in the extension training program offered at Fort Leavenworth as of 5 June 1981.<sup>8</sup>

TABLE A

EXTENSION TRAINING MANAGEMENT-STUDENT POPULATION  
AS OF 5 JUNE 1981

	ARMY RESERVE	NATIONAL GUARD	ACTIVE ARMY	ALLIED	OTHER SERVICES	TOTALS
CORRESPONDENCE	2075	880	3152	28	36	6171
USAR SCHOOLS	<u>3102</u>	<u>1348</u>	<u>1554</u>	<u>11</u>	<u>27</u>	<u>6042</u>
TOTALS	5177	2228	4706	39	63	12,213

The projection for the future, however, is not quite so bright as there presently is a shortage of junior officers who were commissioned during the Vietnam era to replace the officer personnel who served during the Korean Conflict and are presently in the USAR/ARNG programs. Most of these officers are nearing the end of their military careers and are no longer eligible for the military schooling programs.

During the past two or three years, a greater emphasis has been placed upon the training of our enlisted personnel and the NCO's in the system through the USAR School program. Much of this renewed emphasis has come from doctrine spelled out in Army Regulation 350-1 (Army Training) stating that "the RC training objective is to attain the highest possible state of individual and collective proficiency that can be achieved in a premobilization training environment . . ."<sup>9</sup> The emphasis placed on the conduct of enlisted courses has served as a renaissance for the USAR School program. This has become the nucleus of the curriculum leaving the officer personnel to decide for themselves how they wish to accomplish their required formal schooling objectives. Their options are to take courses through the USAR School program, the Army Service School which requires large blocks of active duty time, or the nonresident/correspondence course method.

Enlisted personnel have not had the same flexibility that officer personnel have had in the past. This can be contributed to the relatively large difference in remuneration due to grade structure and the time commitment needed to attend both USAR School classes and unit drills. For the most part, unit commanders will permit their enlisted personnel to attend USAR School classes in lieu of attending regularly scheduled training drills with their unit of assignment.

The average reservist has been able to reap a personal benefit from this program. He is able to accumulate reserve retirement points during the Inactive Duty Training (IDT) and Annual Training (AT) periods of instruction. He can gain a certificate of completion or diploma for completing a course of study which in most cases fulfills a promotion requirement, and depending upon his position in his unit of assignment, he may even receive monetary compensation for USAR School attendance. Unit commanders have also realized an advantage to the program in that the individual returns to the unit from the USAR School well trained in his MOS or study skill area without the hassle of Supervised On the Job Training (SOJT) which is considered by some as "sharing the ignorance" as the individual watches someone perform a job task and then tries to mimick the individual he is observing. All tasks and actions must be thoroughly documented during SOJT. This not only requires much administrative support to initiate within the unit's structure, but also requires the already time and tasked constrained NCO to supervise the individual's training program. At a time when many USAR units are under strength, this requirement often infringes upon valuable training time at the unit level.

Each course taught in the USAR School is taught by conscientious, well qualified RC personnel assigned to the school unit, or in the case when civilian contracts are made, by qualified civilian personnel. Only those individuals who have completed the course being taught and/or who have graduated from a related service school are eligible to become members of a USAR School faculty. Each instructor is monitored closely both during the IDT and AT training phases by both active duty and reserve personnel from the USAR School, the AROOM staff, and other military institutions to insure that the FOI is being taught as pre-



scribed and to improve the faculty member's instructional methodology. The present program is relevant and should be continued. However, as with any good program, there is always room for improvement — it is to this issue this study addresses.

#### Instructor Personnel

As with any viable educational program, one of the most important individuals assigned to the USAR School is the officer or NCO assigned to the school faculty. Each individual must be knowledgeable of the subject matter being presented and must be well qualified with an instructor's Additional "5K" Skill Identifier (ASI) in the case of an officer or an "H" Special Qualification Identifier (SQI) for an enlisted instructor. He must also be a graduate of the course he is teaching.<sup>10</sup> Many of these individuals must also have a "secret" security clearance depending upon the course being taught. A minimum clearance of "confidential" is required for all officer course Active Duty for Training (ADT) phases.<sup>11</sup>

It becomes obvious that each officer and NCO who possesses these qualifications is an experienced individual who has held an important key position in his former unit of assignment. He has also spent a great deal of his own personal time and energy gaining the proper expertise and qualifications for his present faculty position. One must also consider expenses the government has spent educating each of these individuals and the administrative processes provided to ensure the individual meets the minimum job qualifications. The question each individual must resolve when offered a position on the USAR School faculty is whether or not he should give up the security of a paid drill slot in a TPU for a position as an instructor in a USAR School that must

be justified and re-negotiated annually. This renegotiation is based on whether or not the course can be justified for the ensuing school year. Each course has a requirement for a minimum of 10 students per class (waverable to five to seven students for some enlisted courses and those officer courses that require more than one year to complete).<sup>12</sup> In other words, the instructor must not only be a good teacher, he must also possess the ability to recruit students for the next school year in an attempt to insure he has a USAR position for the next school year.

Although some of this is obviously necessary, it could also be construed to be a waste of the taxpayers monies to train these individuals only to release them from the USAR School system after they have taught only one or two years. That is, if the USAR School staff can even convince this experienced and qualified officer or NCO to leave his troop unit in the first place! It would seem that the USAR School system can and should be designed to account for at least a certain percentage of these instructors each year and be authorized to utilize these valuable assets in a more constructive manner than the system presently permits.

#### Serving the Needs of Unit Commanders

Each year there are unit commanders within the geographical area serviced by each USAR School that either have failed their Annual General Inspections (AGI) or have received an "unsatisfactory" rating for having too high a percentage of unqualified personnel in their unit. The USAR School can serve as a unit commander's salvation to help resolve such a situation. Often, many of these unqualified individuals are officially MOS qualified but have either forgotten the skills learned or are working in a skill area in which they have not been

trained. Some of this can be attributed to the affluence of our society whereby soldiers move about to seek civilian employment. These same individuals must then find positions with USAR units in their new community that often require totally different military duties and skills. This situation can be exacerbated when the individual changes reserve job positions due to USAR promotion advantages thereby requiring a totally new change in his MOS. When this occurs at a grade higher than E-4 the soldier is no longer officially qualified to enroll in a basic skills MOS course due to his grade. Or, when he is qualified to attend classes, the unit commander loses his new asset for a year while the individual takes a 96 hour course to qualify him in his new job position.

In this particular day and age when, due to reduced strength problems, many USAR unit commanders find themselves strapped for enlisted personnel to carry on the unit's day to day operations, he can ill afford to lose these individuals to a formal USAR School program to take a 96 hour MOS course that stretches over a 12 month period. What the unit commander is often looking for is a quick solution to his particular situation. He wants to resolve the problem cited by the most recent AGI inspection and perhaps send a few members of his unit to a formal school program in an effort to obtain well qualified personnel for the long term fix.

As for the loss of certain skills, this can often be attributed simply to the passage of time.<sup>13</sup> Add this phenomenon to the perennial effort to improve each soldier's MOS proficiency through the Skill Qualification Test (SQT) process and an excellent case has been built for school sanctioned refresher training at the unit level. These

aspects of the USAR School program have been discussed with commanders at various levels and commandants of several USAR Schools. Each concurs with the idea to initiate specialized teams of instructor personnel to teach mini-courses at the unit level that are specifically designed to meet the needs of local unit commanders.<sup>14-19</sup> Each of these courses would be extracted from the formal 96 hour TRADOC approved course, but would be specifically written and adapted to the local unit commander's needs. The courses would be used to retrain individuals in related MOS skill areas and/or review training skills that either have been forgotten or have become deficient over a period of time.

#### BTMS Sustainment Program

A similar situation exists with the Battalion Training Management System (BTMS) sustainment program. Since the inception of this training system in the Reserve Components, teams of Active Component personnel from Readiness Region Groups assigned to each ARMR have visited reserve units on a scheduled basis to teach each of the five levels of the BTMS workshop. Each team has been trained at the US Army Training Support Center, Fort Eustis, Virginia and has been certified by the US Army Training Board. The BTMS workshop program was originated to help leaders create an effective training environment. It is a series of workshops directed at five levels of leadership with the common goal of creating a better training environment and teaching training management skills appropriate at each level of leadership.<sup>20</sup>

Rather than using the relatively small Active Component resources to accomplish the task of sustaining this program, it would seem plausible to use this small cadre to train teams of reservists from various USAR Schools to teach each of the five workshops to the unit

personnel located in the geographical area serviced by the USAR School. The BTMS program would then be sustained by a nucleus of trained reserve personnel who would be assigned to each USAR School as a part of the authorized faculty.<sup>21</sup>

These individuals would be tasked to teach not only the BTMS portion of the RCNOES programs as is presently done in several experimental situations, but would be responsible for the BTMS sustainment program throughout the geographical area serviced by the school. Each of these instructors could also be tasked with the responsibility to teach the BTMS portion of the BOAC and OGSC courses which are scheduled to have appropriate BTMS workshops incorporated in their POI in the near future.<sup>22</sup>

#### Mobile Training Teams and Mini Courses

Each situation described in this study, and perhaps many more beyond this author's comprehension, could well be serviced by the authorization of small mobile training teams organized within each USAR structure. These instructor personnel should be a fixed percentage of the faculty authorized to each USAR School on an annual basis. The individuals should be rotated annually between the mobile team and as an instructor of one of the authorized TRADOC approved courses. During the school year the individual is assigned to the mobile team, he would use a portion of this time to increase his proficiency in his field of expertise by taking refresher courses. As an active instructor on his assigned mini-course team, he would also expand his horizons by developing, writing, and presenting locally developed mini-courses that pertain to MOS skill development, staff procedures, and other relevant topics. The mini-course concept would help the unit commander overcome certain

deficiencies at his local level, increase SQT proficiency throughout the system, and would make BTMS sustainment workshops at each of the five levels readily available to all commanders. Some training time would also be devoted to the preparation and writing of mini-course POI based upon selected portions of the 96 hour TRADOC approved courses. Once established, these mini-courses need only be updated with new doctrine on an annual basis and could be used and shared throughout the USAR School system.

Each course should be developed and planned around four hour modules or blocks of instruction. This pattern is recommended since this is the time frame for an authorized Unit Training Assembly (UTA) and all Multiple Unit Training Assemblies (MUTA) consist of varying combinations of the four hour UTA assembly.

This entire concept can be implemented with the addition of several instructor positions in the school's TDA and the flexibility of Additional Training Assemblies (ATA) authorized to the USAR School and additional Man Day Space (MDS) requirements for Active Duty for Training (ADT) budgeted and managed by the USAR School Commandant. This would enable members of the assigned faculty or qualified members of a local TPU to be used to supplement the existing mobile training team when teaching certain specialized blocks of instruction.

Such a program would give the USAR School Commandant flexibility to adapt his curriculum to the needs of unit commanders as well as to individual officer and enlisted personnel residing within his service area. It would also provide a relevant educational program with a faculty that has been trained with up-to-date doctrine. Added to all of this, the plan would lend some stability to the USAR School faculty and give the commandant an opportunity to requalify his instructor personnel

on a regular basis without penalizing the faculty member or interfering with the program he has established.

#### Post-Mobilization Mission Reviewed

A review of the literature indicated that relatively few articles have been published concerning the USAR School peacetime mission or its potential use as part of the training base during post-mobilization. Several studies have been completed at TRADOC and at the CONUSA and ARCOM levels concerning the use of USAR Schools as a mobilization asset. The most recent study was completed at TRADOC in 1980 which suggests that certain USAR Schools be mobilized and used as a unit to teach specific courses while other school units be activated and in essence deactivated with the same stroke of the pen. This action would allow the personnel to be used as filler personnel at the mobilization training site and/or be integrated into the Army system throughout CONUS. When this system is implemented, it is planned that members of the USAR School staff be used to augment the training site personnel while the faculty personnel are assigned to their respective branch service schools. This plan adds an element of experienced officer and non-commissioned officer personnel to the mobilization base but unfortunately has not been planned with predetermined individual assignments.<sup>23</sup> The study also does not provide for a predetermined centralized roster of the well qualified school trained personnel who might better be used at specific locations throughout CONUS should mobilization be effected. Instead, the current plan assigns entire USAR School units, (staff and faculty) to mobilization stations. Appropriate positioning would assign staff, minus the faculty, to service schools or training division sites and reassign faculty, by branch and MOS, to each

individual's respective service school or an appropriate training site. Those USAR Schools having specific missions due to the specialized training being accomplished during pre-mobilization would continue to have a specific post-mobilization mission involving the entire school unit. This mission should, however, be re-evaluated at least every three years as the TDA of any USAR School can change significantly during the period of a year or two depending upon the course load it assumes. Although the personnel assigned to a USAR School are experienced officers and non-commissioned officers, the primary peacetime mission of the USAR School should not be abrogated to assume a post-mobilization mission. Each of these individuals can effectively be utilized throughout the system on an individual basis should the need arise to mobilize this type unit. Ergo, changes to the USAR School TDA should be primarily geared to implement its peacetime mission in an effective manner.

#### Retraining IRR Personnel

A recent study recommends that selected USAR Schools be assigned the mission of retraining members of the IRR.<sup>24</sup> There is some discussion as to whether this should be a pre-mobilization or post-mobilization mission and how to activate the individual members of the IRR for such training.

The premise for refresher training is based upon the need for retraining due to the decay rate to retain military skills no longer used by the individual beginning as early as one month after his release from active duty. This decay rate varies widely for different types of skills, but in most instances the retention of an individual's skill will drop below an effective level about 12 months after the individual



has entered the IRR and is no longer using that particular skill in his daily job.<sup>25</sup>

If the individuals assigned to the IRR were activated for a two week AT tour each year, and sent to centralized CONUS installations for refresher training, the skill retention decay rate could be stemmed and the IRR would become a more reliable part of our mobilization force. The NOO faculty personnel assigned to each USAR School who do not have specific AT training assignments could be used to form centralized cadres at each of the pre-determined training sites throughout CONUS to teach refresher courses to these IRR personnel. This plan would present viable teaching tasks for many of the NOO faculty personnel who presently remain assigned to their parent USAR School for AT simply because there presently aren't enough specific training missions for all MOS and RCNCOES instructor personnel during the summer months. The adoption of this additional mission would also help to keep the IRR force in a ready state of training as well as roundout the AT training mission of the USAR School faculty.

Should mobilization of the IRR occur, this plan would lessen the time frame needed to retrain this important pool of reservists. They would become an integral and dependable part of our military forces.

#### Retraining USAR School Faculty

John W. Gardner wrote:

Education is important in any modern society, whatever its political or economic forms. But a society such as ours, dedicated to the worth of the individual, committed to the nurture of free, rational and responsible men and women, has special reasons for valuing education. Our deepest convictions impel us to foster individual fulfillment. We wish each one to achieve the promise that is in him. We wish each one to be worthy of a free society, and capable of strengthening a free society.

Education is essential not only to individual fulfillment but to the vitality of our national life. The vigor of our free institutions depends upon educated men and women at every level of the society. And at this moment in history, free institutions are on trial.<sup>26</sup>

To keep our military educational programs up to date and to remain an integral part of our military society as Gardner suggests, we must be willing to make provisions to retrain our instructor personnel on a regular basis. This is a relatively easy process since the nucleus for such a system already exists. The problem is that we do not regularly plan for this retraining. Provision can be made for each instructor to attend his branch or service school on a regular basis every third or fourth year to learn new doctrine and refresh the skills learned during his previous formal school training. This is an important consideration that has not been affected due to restraints placed upon instructor personnel during the summer months. However, with the adoption of additional instructors to teach the mini-course concept and a little planning to include in some cases an additional two week tour to attend a refresher school, this important educational process can be resolved.

#### Recommendations and Conclusions

Although the USAR School is presently serving an important role in the RC training program, its mission could be revitalized and improved with several relatively minor modifications:

1. Since the government has spent many dollars training the reserve instructor personnel for their role as members of the USAR School faculty, these individuals should be given the opportunity to remain on the school faculty for renewable multiple year tours through the incorporation of a fixed percentage of additional faculty positions added to the unit's TDA.

2. Provision should be made to send all instructor personnel to a two week refresher training program in their field of expertise on a regular basis (approximately every three to four years) either as an additional two week ADT tour or in lieu of attending AT with the parent USAR School. This time would be used to upgrade one's professional skills and give him an opportunity to become more proficient in new Army doctrine.

3. The USAR School should be given the resources and personnel to develop and teach mini-courses that are extracted from the relevant official TRADOC approved course but are developed on a local level to meet the specific needs of unit commanders. In essence, these would be USAR School sanctioned refresher courses offered at the unit level in an attempt to sustain the training base.

4. Provide a trained cadre of RC instructors in the USAR School TDA to teach each of the five BTMS workshops as part of the BTMS sustainment program. These instructors could also be used to teach the BTMS workshops integrated into the RCNOES, BOAC, and OGSC courses of study.

5. Increase the training dollars for USAR School units to fund the additional instructor positions recommended in this study and to implement the mini-course concept through the authorization of ATA's and additional ADT spaces.

6. Use the resources of the USAR School to teach refresher training courses to IRR personnel during two week AT training periods located at centralized locations throughout CONUS.

7. Pre-determined post-mobilization assignments should be announced for each USAR School. In some cases, the entire school

(faculty and staff) may remain as an integral unit, while in others, the faculty and staff should be split and assigned to appropriate service schools and/or training locations. These assignments should be reviewed every two to three years due to significant changes in many USAR School TDA's from year to year.

In order to initiate these recommendations, some changes will have to be made with the USAR School's TDA concerning the addition of faculty positions for both officer and NCO personnel on a more permanent basis. The authorization of ATA's for USAR Schools and the budgeting and management of Man Day Space (MDS) monies for ADT will also have to be modified to give the USAR School Commandant more flexibility in the way he is able to assign his faculty instructors to short term tasks. However, in the long run, the personnel will be used more efficiently and the program certainly would become more effective.

#### Summary

As suggested in this study, strengths and weaknesses exist in the USAR School program. A surprisingly high number of personnel currently serving on USAR School staffs and faculties are qualified educators in our high schools, colleges and universities. All are experienced USAR officers and NCO's who have a high level of expertise.<sup>27</sup>

The several modifications to the TDA organization of the USAR School as suggested in this study could well make the program meet the needs of local unit commanders making their units better prepared to fulfill their unit missions and yet have the capability to prepare individual officers, NCO's, and enlisted personnel to further their own military educational goals. All of this can be accomplished with a minimum of dollars and yet the USAR Schoolhouse will be strengthened by

making it more lucrative to attract qualified instructors to the school faculty with the outlook that their tenure will last longer than just one school year. As this is being done, the curriculum will become more relevant and should become a part of the warp and woof of the USAR Troop Unit Program. The adoption of this concept will strengthen the overall program and make the individual soldier and the unit to which he is assigned an integral part of our nation's defense posture.

#### ENDNOTES

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